

**TASK DESIGN OF “*LEADING IN ENGLISH*” IN CANDLIN
PERSPECTIVE (1987): TASK ANALYSIS**



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**Wahyu Purnaningtyas
A320100144**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. A. Yani Tromol Pos 1 Pabelan, Kartasura Telp (0271) 717417 Fax: 715448 Surakarta 57102

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NIK : 771

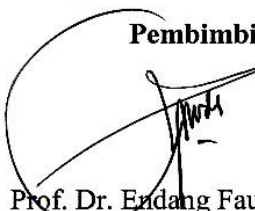
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Nama : Wahyu Purnaningtyas
NIM : A320100144
Program Studi : FKIP/ BAHASA INGGRIS
Judul Skripsi : TASK DESIGN OF "*LEADING IN ENGLISH*" IN
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Pembimbing I


Prof. Dr. Endang Fauziati, M. Hum
NIK.274

Pembimbing II


Nur Hidayat, S.Pd
NIK. 771

ACCEPTANCE

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Wahyu Purnaningtyas
A320100144

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team of Examiner:

I.Prof. Dr. Endang Fauziati, M. Hum
(Advisor I)

II.Nur Hidayat, M. Pd
(Advisor II)



Dean,
Prof. Dr. Harun Joko Prayitno
NIP. 19650428199303001

TASK DESIGN OF “*LEADING IN ENGLISH*” IN CANDLIN PERSPECTIVE (1987): TASK ANALYSIS

Wahyu Purnaningtyas

English Department, FKIP-UMS
Jl. A. Yani Pabelan Kartasura Tromol Pos 1 Surakarta 57102
Telp. (0271) 717417 Fax. (0271) 715448

ABSTRACT

This research is to describe how the tasks in the workbook entitled ‘Leading in English’ are designed based on the eight criteria suggested by Candlin (1987). This research applies descriptive qualitative method. The data are taken from the tasks in the workbook. To collect the data, the writer uses documentary method. The data were analyzed by reading, typing, and coding the tasks; analyze the tasks based on Candlin’s criteria; finding the tasks that are not appropriate with Candlin’s criteria; matching the tasks with tasks model by Heaton; giving the percentage of the total tasks whether it is appropriate or not based on Candlin’s criteria and judging whether the tasks are good or not according to Candlin’s perspective. The results shows that the tasks in the workbook designed based on the eighth criteria by Candlin include completion, translation, matching, group discussion, statements and dialogues, role playing, oral interview, understanding talk and teacher, formation, language games, multiple choice, comprehension, cursory reading, constructing sentences, controlled writing, dictation, simple question, composition, short talk, and punctuation task.

Keyword: task design, task model, criteria of good task.

I.Introduction

English is an International language that has four skills. There are speaking, reading, listening, and writing. In the teaching learning process, students need to increase their capability in those skills, but sometimes they do not know how to do it. As a teacher, he or she should help the students to do it in the teaching learning process. So, teacher needs tools, methods, ways, strategies, materials, and many more. One of the tools is workbook that consists of materials and a lot of tasks. It can help both of the students and the teacher in the teaching learning process. Tasks in the workbook should be good task.

Task is really important thing for the teacher and also learner in teaching learning process. There are methods or ways for designing good task. So, the writer interest with this case and really wants to conduct the research on how the tasks are designed based on Candlin (1987) perspective. From Candlin's suggestion, the writer takes 8 criteria from 20 criteria to be analyzed. The writer wants to analyze a workbook entitled "Leading in English" that used in Junior High School students at the eighth grade. The writer uses this book because the writer wants to know the quality of the workbook. The writer wants to analyze whether or not the tasks in the workbook included a good task or not based on Candlin's (1987) perspective. The writer also wants to describe how the tasks in the workbook are designed based on Candlin's (1987) criteria.

There are several researchers that had conducted the research about task. The first researcher is Rindlowati (UMS, 2008). She conducted the research on the tasks in the textbook. Her research was aimed to describe the kind of task, to analyze the aspect of task and to know the principle of designing task. The result of the research shows that the model of task in the textbook are question and answers, dialogues and role plays, matching activities, communication strategies, pictures and pictures stories, puzzles and problems, discussions and decisions.

Then, on 2010, Prafitasani also conducted the research on a textbook and it aimed at a textbook which is suitable with the criteria of good textbook based

on Robinett theory or not. The result of this research shows that the percentage of compatibility of the consistency of English textbook with Robinett theory is 90, 8%. It means that the contents of the textbook are suitable with the indicators of good textbook by Robinett, although there are 4 points that are not appropriate with the theory.

In other hand, Sholikhah (UMS, 2013) conducted the research on writing task in the textbook. Her research was aimed at analyzing the writing task provided in the textbook entitled English in Focus meet the criteria of writing task suggested by Raimes, and finding whether the writing task in the textbook meet the criteria of writing task suggested by Raimes. Solikhah (UMS, 2013) finds that the criteria of writing task as suggested by Raimes, there are controlled of writing, translation, and free writing. The criteria as suggested by Raimes has some components, those are grammar, mechanics, and word choice.

In the same year, Asri (UMS, 2013) also hold a research about evaluation of textbook. Her research paper aims at finding out the compatibility of the English textbook entitled Active English 5 for the fifth grade of elementary school with the criteria of material design suggested by Rajan. The result of this research shows that there are ten (10) criteria from eleven (11) criteria of Material Design suggested by Rajan which is compatible with materials in the textbook. The last researcher is Mayumi (Tsukuba, 2011). She conducted the research on writing tasks in the textbooks. The research showed that both English I and II textbooks featured mostly controlled writing tasks and fill in the blank with translation tasks, while writing textbooks included various translation and controlled writing task.

According to Prabhu (1987) in Nunan (1992: 4), "A task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process". Ellis (2003: 4) states:

"A task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the

interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) A language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan.”

As an educational activity, Candlin (1987) states that task is one of a set of differentiated, sequencable, problem-posing activities involving learners’ cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu. Candlin (1987) in Nunan (1992:47) suggests that “tasks should contain input, roles, settings, monitoring, outcomes and feedback, while Right (1987) in Nunan (1992: 47) suggests that “tasks need minimally contains just two elements. These are data which may be provided by materials, teachers or learners and an initiating question which instructs learners on what to do with the data.”

From the experts, the writer conclude that task is an activity or action which is very important in the teaching learning process and it can influence students’ language ability and also their understanding. Task should consist of four skills in English. Those are speaking, reading, writing and listening.

In this research, the writer uses the theory from Candlin (1987) in Nunan (1988: 45-46). Candlin (1987) suggests 20 criteria of good task, there are: (1) promote attention to meaning, purpose, negotiation; (2) encourage attention to relevant data; (3) draw objectives from the communicative needs of learners; (4) allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures; (5) allow for different solutions depending on the skills and strategies drawn on by learners; (6) involve learner contributions, attitudes, and affects; (7) be challenging but not threatening, to promote risk-taking; (8) require input from all learners in terms of knowledge, skills, participation; (9) define a problem to be worked through by learners, centered on learners but guided by the teacher; (10) involve language use in the solving of the task; (11) allow for co-evaluation by the learner and teacher

of the task and of the performance of the task; (12) develop the learners' capacities to estimate consequences and repercussions of the task in question; (13) provide opportunities for meta-communication and meta-cognition (i.e. provide opportunities for learners to talk about communication and about learning); (14) provide opportunities for language practice; (15) promote learner-training for problem-sensing and problem-solving (i.e. identifying and solving problems); (16) promote sharing of information and expertise; (17) provide monitoring and feedback, of the learner and the task; (18) heighten learners' consciousness of the process and encourage reflection (i.e. to sensitize learners to the learning processes in which they are participating); (19) promote a critical awareness about data and the processes of language learning; (20) ensure cost-effectiveness and a high return on investment.

The writer takes 8 criteria from 20 criteria from Candlin (1987) to make this research more specific and deeply analysis. Those are: promote attention to meaning, purpose, negotiation; objectives from the communicative needs of learners; allow for different solutions depending on skills and strategies drawn on by learners; involve learner contributions, attitudes and affects; require input from all learners in terms of knowledge, skill and participation; involve language use in solving of the task; be challenging but not threatening, to promote risk taking; and provide opportunities to language practice.

Not only analyzing tasks based on Candlin (1987) perspective, the writer also matches the tasks in the workbook into the model of tasks suggested by Heaton (1990). The writer took 20 task models. Those are completion task, translation task, matching task, group discussion task, statement and dialogue task, role playing task, oral interview task, understanding talk and teacher task, formation task, language games task, multiple choice task, comprehension task, cursory reading task, constructing sentences task, controlled writing task, dictation task, simple question task, composition task, short talk task, and punctuation task. In completion task, the learners are expected to fill in the blank with a word or a phrase. In completion, the use of textual expressions should be minimizes. The construction of completion task may by using the

cue sentence may need some changes. The visual cue or picture may be given in the completion task. In translation task, the learner is expected to retain the meaning and to express it in the mother tongue and vice versa.

Matching task usually consists of two lists called 'Premises' and 'Responses'. The learner is expected to match each premise with one of the responses (simple matching). Group discussion task has several goals. It aims to build speaking fluency of the learners, to practice or learn specific vocabulary, and to practice or learn language functions such as expressing opinion, giving reasons, etc. Statements and dialogues are designed to measure how well students can understand short samples of speech and deal with a variety of signals on the lexical and grammatical levels of phonology. Role playing aims to build speaking fluency of the learners, to practice or learn specific vocabulary, and to practice or learn language functions such as expressing opinion, giving reasons, etc. The scoring of the oral interview is highly subjective and thus sometimes has only low reliability. Understanding talk and teacher aims to understand both informal talks and formal lecturers is an important skill for learners studying subjects in the medium of English at intermediate and advanced levels.

In formation task, the learner is expected to make sentences using the vocabulary given in slot boxes. In language games, the learner is expected to form words, sentences using cross word puzzle or riddle, picture connectives, etc. In multiple choices, the learners required to select the correct answer from the given group of alternatives. In comprehension the learner has to read/listen to the passage and answer the questions given. The cursory reading serves as a general term to denote the skills involved in reading quickly, skimming and scanning. In construction sentences, the words and phrases will be given, the grammatical category of which should not be changed. There are several ways of controlling learners' freedom of expression in their written work, and as a sequence, increasing the reliability of the scoring. In dictation, the learner is expected to write what he hears. Dictation is the act or process of dictating material to another for transcription. A direct question or a specific direction or

a stimulus produces a word, number, phrase or a sentence as response. The construction can be a direct questions or inference questions.

In simple questions task, there is no chance of guessing and easy to prepare. In composition the learner is expected to write creatively. The construction in composition task can be guided composition, comprehension-cum-composition, and free composition. In short talk, usually students are required to prepare a short talk on a given topic. Actually, the examination can be improved slightly by reducing the time allotted for the talk and asking students questions based on their talk, thus introducing a reciprocal speech situation. In punctuation, the learner has to separate clauses, sentences, etc., by placing proper punctuation. Punctuation marks are an important aid to effective communication. Depending on how they are positioned, they can change the meaning of what has been written and they can help to make texts easier to read and understand.

In doing this research, the writer has some steps or ways to analyze the tasks. First, the writer reads all of the tasks in the workbook entitled *Leading in English*. Then, she types the tasks and give them coding by using the abbreviations like U1/T1/1. The next step is analyzing the tasks based on criteria of good task suggested by Candlin (1987). The writer also finds out the tasks that are not appropriate with the criteria of good task. After that, the writer matches the tasks into task model. The writer decides what model of tasks that suitable with the instruction of the tasks. Then, the writer judging the tasks whether or not they are including good tasks based on the criteria. The last step is taking the conclusion and also suggestion for the writer of the workbook and for the other researcher. The writer hopes that this research will be useful for others who want to conduct the research in other point of view. The writer also hopes that it will be useful for the teaching learning process and for designing good task.

II. Research Method

This study is a descriptive qualitative research. The researcher aims to describe how the tasks on a workbook entitled “Leading in English” designed based on criteria of good tasks in Candlin perspective. The object of this study is a Workbook entitled “Leading in English”. The objectives of the research are to describe how the tasks are promoting the students attention to meaning, purpose, and negotiation; to describe how the tasks are draw objectives from the communicative needs of learners; to describe how the tasks allow the students for different solutions depending on skills and strategies drawn on by learners; to describe how the tasks are involve learner contributions, attitudes, and affects; to describe how the tasks require input from all learners in terms of knowledge, skill and participation; to describe how the tasks involve language use in solving of the task; to describe how the tasks be challenging and not threatening to the students; to describe how the tasks are provide opportunities to language practice.

The data are 82 tasks in the workbook. The researcher used data collection technique of documentation. The techniques of analyzing data are reading the tasks, typing, coding, analyzing, and finding the appropriateness, matching, giving percentage, judging, and giving the conclusion.

III. Research Finding and Discussion

In the research finding, the researcher classify what model of task that include in such criteria of good task such as: promote attention to meaning, purpose and negotiation; draw objectives from the communicative needs of learners; allow for different solutions depending on skills and strategies drawn on by learners; involve learner contributions, attitudes and affects; require input from all learners in terms of knowledge, skill and participation; involve language use in solving of the task; be challenging but not threatening, to promote risk taking; and provide opportunities to language practice.

1. Tasks design to promote attention to meaning, purpose, negotiation

This first criterion is divided into three criteria: promote attention to meaning, promote attention to purpose, and promote attention to

negotiation. Tasks designed promote attention to meaning are completion and translation task. In completion task, the learners are expected to fill in the blank with a word or a phrase. In translation task, the learner is expected to retain the meaning and to express it in the mother tongue and vice versa. Tasks designed promote attention to purpose include completion and matching task. Matching task usually consists of two lists called 'Premises' and 'Responses'. The learner is expected to match each premise with one of the responses (simple matching).

Tasks designed promote attention to negotiation are group discussion and statement and dialogue task. Group discussion task has several goals. It aims to build speaking fluency of the learners, to practice or learn specific vocabulary, and to practice or learn language functions such as expressing opinion, giving reasons, etc. Statement and dialogue are designed to measure how well students can understand short samples of speech and deal with a variety of signals on the lexical and grammatical levels of phonology. There are 13 tasks in the first criteria with the percentage 15, 85%.

2. Tasks design to draw objectives from the communicative needs of learners

In the second criteria, tasks designed draw objectives from the communicative needs of learners include group discussion and role playing, oral interview, completion and role playing task. Through group discussion and role playing, the teacher can discover how students are thinking and using the target language. In oral interview, students are placed not in natural, real-life speech situations but in examination situations. Frequency of the tasks in the second criterion is 4 and the percentage is 4, 87%. This is the lowest frequency of the task in the workbook.

3. Tasks design to allow for different solutions depending on skills and strategies drawn on by learners

Tasks designed allow for different solutions depending on skills and strategies drawn on by learners include understanding talks and teacher, formation, and language games task. In formation task, the learner is

expected to make sentences using the vocabulary given in slot boxes. In formation task, keeping some slots same, the others may be multiplied. The words in some slots may need some change according to the syntax. Formation task enables the learner to know that by changing some slots new sentences might be created. The construction in the language games can be crossword puzzle; riddle, answering as well as constructing on the model; pictures and words; finding the stranger among the group of words or sentences. This third criterion consists of 11 tasks and 13, 41%.

4. Tasks design to involve learner contributions, attitudes and affects

In this criteria, the model of task are comprehension, cursory reading, and constructing sentences task. In comprehension task, the learner has to read/listen to the passage and answer the questions given. The construction in the comprehension task may be given as a listening or reading comprehension and the questions may be objective or open ended. The cursory reading serves as a general term to denote the skills involved in reading quickly, skimming and scanning. In construction sentences, the words and phrases will be given, the grammatical category of which should not be changed. The learners may be also asked to change the grammatical category of the words given and use in the sentences. Same as the third criterion, there are 11 tasks in the fourth criterion with the percentage 13, 41%.

5. Tasks design to require input from all learners in terms of knowledge, skill and participation

There are 3 task models in this criterion. Those are statements and dialogues, controlled writing, and dictation task. There are several ways of controlling learners' freedom of expression in their written work, and as a sequence, increasing the reliability of the scoring. Use such methods as teaching devices, they will only prove useful for testing purposes if each student is completely familiar with the particular task to be performed. Dictation is the act or process of dictating material to another for

transcription. This criterion also has the same frequency and same percentage like the two criteria above, it is 11 tasks and 13, 41%.

6. Tasks design to involve language use in solving of the task

Tasks designed involve language use in solving of the task are completion, matching, comprehension, and simple question task. A direct question or a specific direction or a stimulus produces a word, number, phrase or a sentence as response. The construction can be a direct questions or inference questions. In simple questions task, there is no chance of guessing and easy to prepare. There are 15 tasks in this criterion. The percentage is 18, 29%. It shows that it is the largest number of the tasks that include in this criterion.

7. Tasks design to be challenging but not threatening, to promote risk taking

Tasks designed are challenging but not threatening involving composition, short talk, group discussion and role playing, language games, simple question, and punctuation task. In composition task, the learner is expected to write creatively. The construction in composition task can be guided composition, comprehension-cum-composition, and free composition. In short talk, usually students are required to prepare a short talk on a given topic. Actually, the examination can be improved slightly by reducing the time allotted for the talk and asking students questions based on their talk, thus introducing a reciprocal speech situation. Punctuation marks are an important aid to effective communication. Depending on how they are positioned, they can change the meaning of what has been written and they can help to make texts easier to read and understand. The seventh criterion consists of 7 tasks inside and 8, 53%.

8. Tasks design to provide opportunities to language practice

Tasks designed provide opportunities to language practice are short talk, role playing, oral interview, and comprehension task. The last criterion has the same frequency as the seventh criteria. In order to develop the learners' communicative ability, the teacher needs to create a scenario to

teach the target language in a vibrant, active and interesting manner. Thus, extended activities in the form of role play, simulations and problem solving are vital in developing the communicative ability of the learners. These activities require the learners to go beyond a text. They require the learners to have a sound understanding of a text and be able to apply their knowledge outside the classroom and their own experiences into the activities. There are 7 tasks and the percentage is 8, 53%.

From the research finding, the writer discusses and compares them with the previous findings. The comparison is aimed to compare the similarities and the differences between them. The researcher would compare her own finding with other research findings conducted by Rindlowati (2008), Prafitasani (2010), Mayumi Kobayakawa (2011), Asri (2013), and Sholikhah (2013).

Compared with Rindlowati's findings of which the type of task that is available in the textbook are question and answers, dialogues and role plays, matching activities, communication strategies, pictures and pictures stories, puzzles and problems, discussions and decisions. The writer's finding also involves that type of tasks and there are several other types of task: short talk, completion, translation, comprehension, dictation, punctuation, and formation task.

Compared with Prafitasani's findings of which the compatibility of the consistency of English textbook with Robinett theory is 90, 8%. She said that the contents of the textbook are suitable with the indicators of good textbook by Robinett, although there are 4 points that are not appropriate with the theory. The writer's finding is that 96, 3% tasks in the workbook are suitable with the criteria of good task suggested by Candlin 1987) in Nunan (1988: 45-46) although there are 3 tasks that not appropriate with any criteria.

Compared with Mayumi's findings that both English I and II textbooks featured mostly controlled writing tasks and fill in the blank with translation tasks, while writing textbooks included various translation and controlled

writing task. The writer's finding also shows that there are controlled writing, fill in the blank and translation tasks but there are also many types of tasks that the writer found such as short talk, discussion, dictation, formation, and comprehension task.

Compared with Asri's finding that there are 10 criteria from 11 criteria of material design suggested by Rajan which is compatible with materials in the textbook. The percentage is 90, 90%. However, the writer took 8 criteria from 20 criteria of good task suggested by Candlin 1987) in Nunan (1988: 45-46). The writer found that all of the eighth criteria are appropriate in the tasks of the workbook and the percentage is 96, 3%.

The last comparison is from Solikhah's findings that writing tasks provided in the textbook meet the criteria of writing task suggested by Raimes. The criteria of writing task as suggested by Raimes, there are controlled of writing, translation, and free writing. Her result shows 75% of writing tasks provided in English textbook entitled *English in Focus* are suitable with the criteria from Raimes. The writer found that the tasks in the workbook consist of many types of task such as short talk, oral interview, discussion, dictation, formation, and comprehension task and 96, 3% of the tasks are appropriate with the criteria from Candlin 1987) in Nunan (1988: 45-46).

By analyzing the tasks, the researcher finds the methods for making a good task. In this research, the researcher took 8 criteria from 20 criteria of good tasks. There are 82 tasks in the workbook, 3 of them are not appropriate with the eight criteria but 79 of them are involves in the eight criteria.

The table in the research finding shows that each criterion has models of tasks. In the first criteria, there are 5 models of tasks. The second, fourth, and fifth criteria consist of 3models of tasks. The third criteria have 4 task models. The sixth criterion has 4 models of tasks. There are 6 models of tasks in the seventh criteria, and 4 models of tasks in the last criteria.

The total frequencies of the tasks in the table are 79 while the frequencies of all the tasks in the workbook are 82. The percentage shows that 96, 3% of the tasks are good task based on the criteria from Candlin (1987) in Nunan (1988: 45-46). The table above shows that the highest point is the sixth criteria. It is 18, 29% and the criterion is involving language use in solving of the task. According to Ellis (2003: 10) good tasks should require learners to engage in a language activity such as that found in the real world, for example, completing a form or it may involve them in language activity that is artificial. For example, determining whether two pictures are the same or different.

The second criterion is draw objectives from the communicative needs of learners. It is 4, 78% and as the lowest point. According to Candlin (1987) in Nunan (1988: 45-46), the task can be categorized as good task if it can serve and draw objective communicative of the learners. It means that the activities in the tasks are the communicative activities. Tasks will be designed which will be concerned with language skills as real communication in real time, in the classroom.

The tasks provided in the workbook consist of many various tasks with their input and also activities. The various activities in the workbook make the learners improve their English skills. They can produce the language for communicating and interacting with other user of language. The tasks in the workbook are easy for understanding so that the learners enjoy for studying English. According to the percentage, it can be concluded as a very good task.

IV. Conclusion

Based on the research finding, the writer gets some conclusions related to the design of task. Tasks designed promote attention to meaning, purpose and negotiation are completion; translation; matching; group discussion; and statements and dialogues task. Tasks designed draw objectives from the communicative needs of the learners include group discussion and role playing; oral interview; and completion and role playing task.

Tasks designed allow for different solutions depending on skills and strategies drawn on by learners are understanding talks and teacher; formation; and language games. Tasks designed involve learners' contributions, attitudes and affects include comprehension; cursory reading; and constructing sentences task. Tasks designed require input from all learners in terms of knowledge, skill and participation are statements and dialogues; controlled writing; and dictation task.

Tasks designed involve language use in solving of the task are completion; matching; comprehension; and simple questions task. Tasks designed are challenging, but not threatening to promote risk taking including composition; short talk; group discussion and role playing; language games; simple question; and punctuation task. Tasks designed provide opportunities to language practice include short talk; role playing; oral interview; and comprehension task.

The percentage that shown in the research finding is 96, 3%. It means that the tasks in the workbook are suitable with the criteria of good task suggested by Candlin (1987) in Nunan (1988: 45-46). By using criterion of evaluation proposed by Nurgiyantoro (2001: 399), it can be concluded that the task provided in the workbook are categorized as very good task.

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